

| Sequence | Section | Session | Rubrics | Time | Communicative objective | Procedure |
|---|------------------------------|------------|---------------------|-------|--|---|
| Sequence 02: Hometown/City/Village Amenities, Directions & Signs | Section 01: Amenities | Session 01 | I Get Ready | 45 mn | <ul style="list-style-type: none"> ❖ Name/identify different amenities in city/ hometown/village. ❖ Ask for and show the way to different amenities in city/hometown/ village. ❖ Ask and answer questions about different amenities in city/ hometown/village and their location. | <ul style="list-style-type: none"> ❖ Put learners in a problem situation related to the upcoming sequence. ❖ Assign tasks which deal with the target competences. |
| | | Session 02 | I Listen & Interact | 45 mn | <ul style="list-style-type: none"> ❖ Name/identify different amenities in city/ hometown/village. ❖ Ask and answer questions about different amenities in city/ hometown/village and their location. ❖ Identify the gist of the oral message. ❖ Interact orally. | <ul style="list-style-type: none"> ❖ Have the learners listen to a very short passage and interact with you and their peers. ❖ Let the learners listen to a short message and identify the gist. |
| | | Session 03 | I Listen & Discover | 45 mn | <ul style="list-style-type: none"> ❖ Recognize simple words in familiar context using phonemic awareness. ❖ Discover and manipulate target structures. | <ul style="list-style-type: none"> ❖ Have the learners sound key topical words (phonemic awareness) and manipulate target structures of the listening script (I Listen & Interact). ❖ Have the learners (Implicitly) retain chunks, recognize word order patterns, subject -verb agreement, word boundaries, and practice intonation. |
| | | Session 04 | I Read & Understand | 45 mn | <ul style="list-style-type: none"> ❖ Read a short simple message of about 30 words. ❖ Identify the general idea of the reading message. ❖ Identify specific information. ❖ Read words containing the sounds: /j/ and /w/. ❖ Identify the sounds /j/ and /w/. | <ul style="list-style-type: none"> ❖ Let the learners read (decode symbols) a short simple text of about 30 words and apply the target phonics /j/ and /w/. ❖ Encourage the learners to recognize and use reading skills skimming and scanning to get the general idea (gist) and specific information. |
| | | Session 05 | I Read & Discover | 45 mn | <ul style="list-style-type: none"> ❖ Read a short simple message of about 30 words. ❖ Discover and manipulate target structures. ❖ Read words containing the sounds: /j/ and /w/. ❖ Identify the sounds /j/ and /w/. | <ul style="list-style-type: none"> ❖ Let the learners read (decode symbols) a short simple text of about 30 words and apply the target phonics /j/ and /w/. ❖ Encourage the learners (implicitly) to discover and manipulate target structures related to the previous text: word order patterns, subject-verb agreement. |
| | | Session 06 | I Learn & Enjoy | 45 mn | <ul style="list-style-type: none"> ❖ Practice and reinforce prior knowledge and skills in vocabulary, grammar through language games. | <ul style="list-style-type: none"> ❖ Identify learners' areas for improvement and reinforce them through engaging games, such as: Word Formation - Dictation Race -Sentence Completion- Sentence Snake |
| | | Session 07 | I Learn to Write | 45 mn | <ul style="list-style-type: none"> ❖ Use relevant information to write a message of about 15 words. ❖ Apply the writing mechanics. ❖ Use connected handwriting. | <ul style="list-style-type: none"> ❖ Train learners in groups to write a short-written message of about 15 words using notes from a form and the writing mechanics (capitalization, punctuation, spelling, word order and subject -verb agreement). |
| | | Session 08 | I Write | 45 mn | <ul style="list-style-type: none"> ❖ Use relevant information to write a message of about 15 words. ❖ Apply the writing mechanics. ❖ Use connected handwriting. | <ul style="list-style-type: none"> ❖ Have learners individually produce a written message of about 15 words using notes given in a form and the writing mechanics (capitalization, punctuation, spelling, word order and subject -verb agreement). |

| Sequence | Section | Session | Rubrics | Time | Communicative objective | Procedure |
|--|----------------------------------|------------|---------------------|-------|--|---|
| Sequence 02: Hometown/City/Village Amenities, Directions & Signs | Section 02: Directions and Signs | Session 01 | I Listen & Interact | 45 mn | <ul style="list-style-type: none"> ❖ Ask for and show the way to different amenities in city/hometown/ village. ❖ Identify the gist of the oral message. ❖ Interact orally. | <ul style="list-style-type: none"> ❖ Have the learners listen to a very short passage and interact with you and their peers. <p>Let the learners listen to a short message and identify gist.</p> |
| | | Session 02 | I Listen & Discover | 45 mn | <ul style="list-style-type: none"> ❖ Recognize simple words in familiar context using phonemic awareness. ❖ Discover and manipulate target structures. | <ul style="list-style-type: none"> ❖ Have the learners sound key topical words (phonemic awareness) and manipulate target structures of the listening script (I Listen & Interact). ❖ Have the learners (Implicitly) retain chunks, recognize word order patterns, subject -verb agreement, word boundaries, and practice intonation. |
| | | Session 03 | I Read & Understand | 45 mn | <ul style="list-style-type: none"> ❖ Read a short simple message of about 30 words. ❖ Identify the general idea of the reading message. ❖ Identify specific information. ❖ Read words containing the target sounds. ❖ Identify the target sounds. | <ul style="list-style-type: none"> ❖ Let the learners read (decode symbols) a short simple text of about 30 words and apply the target phonics (revision). ❖ Encourage the learners to recognize and use reading skills skimming and scanning to get the general idea (gist) and specific information. |
| | | Session 04 | I Read & Discover | 45 mn | <ul style="list-style-type: none"> ❖ Read words containing the target sounds. ❖ Read a short simple message of about 30 words. ❖ Discover and manipulate target structures. ❖ Read words containing the target sounds. ❖ Identify the target sounds. | <ul style="list-style-type: none"> ❖ Encourage the learners (implicitly) to discover and manipulate target structures related to the previous text: word order patterns, subject-verb agreement. |
| | | Session 05 | I Learn & Enjoy | 45 mn | <ul style="list-style-type: none"> ❖ Practice and reinforce prior knowledge and skills in vocabulary, grammar through language games. | <ul style="list-style-type: none"> ❖ Identify learners' areas for improvement and reinforce them through engaging games, such as: Word Formation - Dictation Race -Sentence Completion- Sentence Snake |
| | | Session 06 | I Learn to Write | 45 mn | <ul style="list-style-type: none"> ❖ Use relevant information to write a message of about 15 words. ❖ Apply the writing mechanics. ❖ Use connected handwriting. | <ul style="list-style-type: none"> ❖ Train learners in groups to write a short-written message of about 15 words using notes from a form and the writing mechanics (capitalization, punctuation, spelling, word order and subject -verb agreement). |
| | | Session 07 | I Write | 45 mn | <ul style="list-style-type: none"> ❖ Use relevant information to write a message of about 15 words. ❖ Apply the writing mechanics. ❖ Use connected handwriting. | <ul style="list-style-type: none"> ❖ Have learners individually produce a written message of about 15 words using notes given in a form and the writing mechanics (capitalization, punctuation, spelling, word order and subject -verb agreement). |
| | | Session 08 | I Check my Progress | 45 mn | <ul style="list-style-type: none"> ❖ Check the level of achievement of the global competence. | <ul style="list-style-type: none"> ❖ Assess the learners' ability to integrate the acquired resources and the degree of effectiveness in dealing with the suggested situations (I Get Ready). ❖ Analyse samples from different ability groups, identifies areas for improvement, and designs targeted remediation. |